

GENDER EQUALITY MEASURES IN PROTECTION

This Tip Sheet offers questions and examples of how key gender equality measures contribute to more relevant and responsive protection projects and programs. Use alongside the Gender with Age Marker questionnaire at <http://iascgenderwithagemarker.com>

The IASC GAM identifies and codes projects based on the extent to which key programming elements are present and consistently responding to the different needs of different groups. Four programming elements (GEMs) are assessed in the design phase, and ten GEMs are reviewed in monitoring.

Women, girls, boys and men all face different risks and potential rights violations in conflict and disasters. Protection projects can be made more fair and responsive with the following steps:

- Prioritize safety & dignity: identify and address the most likely physical and psychosocial risks for different groups;
- Arrange equitable access to services, in proportion to need and levels of risk, by all gender and age groups;
- Set up and maintain appropriate mechanisms for all affected gender and age groups to provide feedback and get help;
- Ensure participation and empowerment: support women, girls, boys and men in different age groups to protect themselves and claim their rights, including freedom from harm and the rights to shelter, food, water and sanitation, health, and education;
- Monitor the benefits received by women and men, girls and boys, and compare these to the expressed needs and priorities of the different groups.

GENDER MAINSTREAMING, OR A TARGETED ACTION?

The GAM questionnaire automatically identifies whether a project mainstreams gender ("M"), or whether it is a targeted action to address gender-related discrimination ("T"), based on the answers provided.

Most protection interventions aim to assist everyone in need while adapting activities to address the roles and priorities of women and men (or boys and girls) in different age groups: gender mainstreaming ("M"). An example would be a project that provides information about protection services and activities to everyone, but adapts messages and methods to ensure they reach and are understood by women, girls, boys and men.

Very occasionally, a protection project may target actions to address specific discrimination or gaps resulting from gender norms and expectations ("T"). For example, a project may focus solely on working with female survivors of sexual violence, or a project may focus on supporting women to own land in their own right.

The GAM information sheets explain coding in more detail.



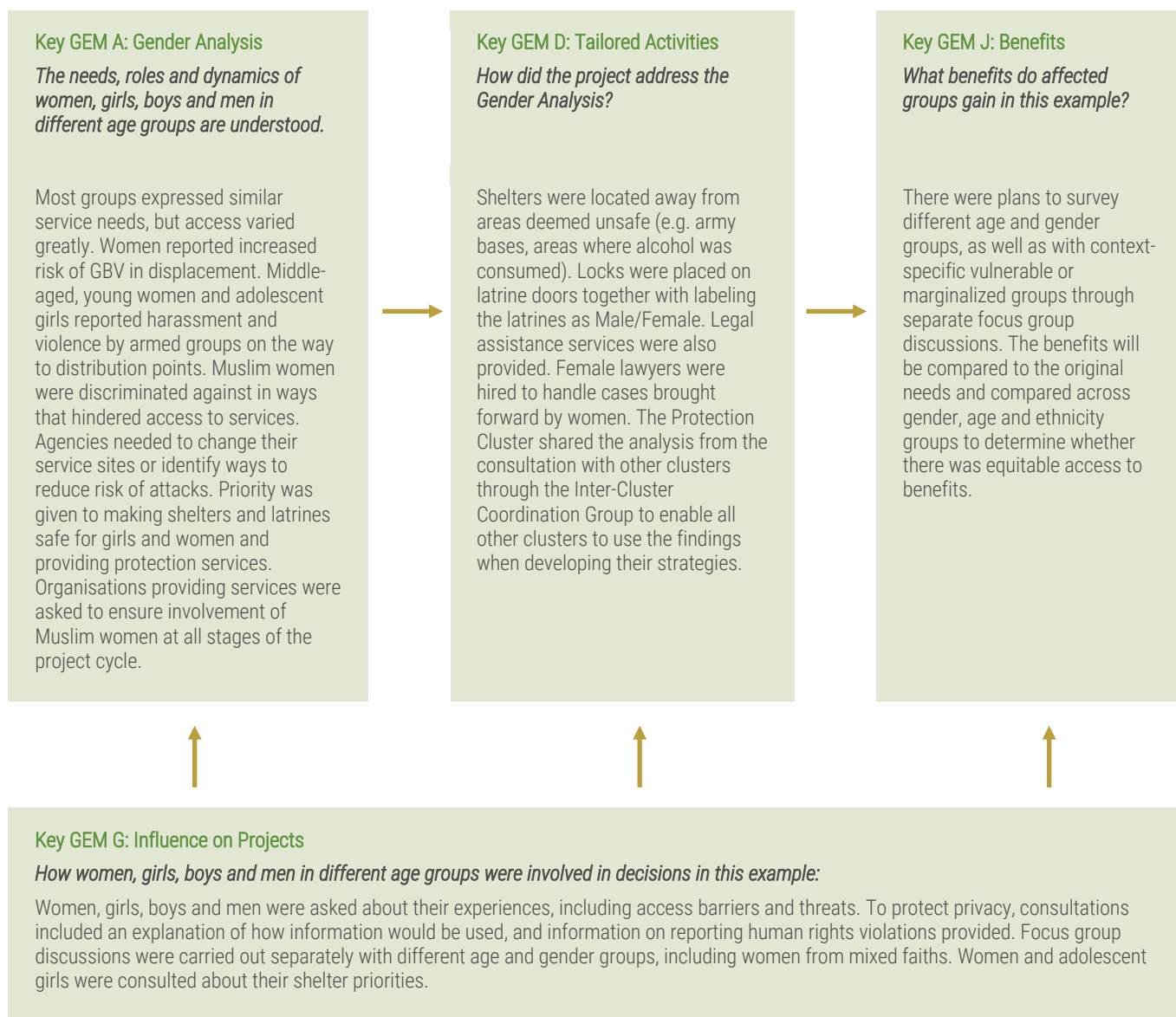
QUESTIONS THAT HELP DETERMINE RESPONSIVE AID AND HOW TO PROVIDE IT

Needs Analysis Set	Gender Analysis	How does the crisis affect the different risks faced by women, men, girls and boys in different age groups? What risks have been caused or increased by the crisis (e.g. loss of identity documents, sexual violence, child labour, early marriage, trafficking)? Which gender/age groups are most affected and how? How does SOGI affect risks? What cultural beliefs or practices affect safety or access to rights? How do laws and customs protect different groups?
	Sex and Age Disaggregated Data (SADD)	Is information on protection risks including violence disaggregated by sex and age? Is there disaggregated data on actual access to protection services? How do rates of access to the project vary by gender and age? Is there data on protection risks for or project access by people with disabilities? By people of diverse SOGI?
Adapted Assistance Set	Tailored Activities	Are equal and peaceful relationships promoted between women and men/girls and boys? Are there different activities for gender and age groups that respond to their needs and priorities? What steps are taken to make it easier for challenged groups to access assistance? Can all who need protection services access them safely? Should interventions be for everyone, or do particular groups need special attention?
	Protect from GBV Risks	What steps are taken to reduce the risk of sexual violence in private and in public spaces? Is there a referral pathway? Are women, girls, boys, men asked if they feel safe? Are women and men considered equally as partners in prevention of GBV?
Adequate Participation Set	Influence on Project	Are men, women, boys, girls consulted equally and appropriately about the design, implementation and review of the project? How are people with disabilities or alternative genders involved? Are diverse women and men meaningfully involved in decision-making bodies?
	Feedback & Complaints	Are there safe feedback & complaints channels for affected boys & girls, women & men? Is it accessible and welcoming of all groups? Are these issues dealt with and responded to appropriately?
	Communication with Communities (Transparency)	Is information about how to access protection programs accessible, appropriate and easy to understand for different gender and age groups? Are campaigns adapted and relevant to the concerns of different gender and age groups? Does everyone receive the same assistance in defending their rights?
Review Set	Benefits	Are targets and indicators disaggregated by sex and age? Do they demonstrate the project is reaching those it needs to? Is the project meeting the needs of different groups identified in the analysis, including people with disabilities? Are the most vulnerable able to access protection programs? Do different groups get similar benefits?
	Satisfaction	Are women and men, boys and girls, of different age groups asked about their satisfaction with protection assistance? Are people with disabilities and other diverse groups of concern asked about their satisfaction with the project? Are different groups equally satisfied?
	Project Problems	Do affected people identify access barriers or negative consequences of protection activities? Are these different depending on gender or age, or for people with disabilities? Are discrimination and exclusion issues dealt with promptly? Are there plans to improve?



EXAMPLE OF GOOD GENDER EQUALITY PROGRAMMING IN PROTECTION

GAM Code 4T – can you work out why? See the GAM Information Sheet



Using Gender Equality Measures in projects or cluster programs leads to better quality programming, responsive to gender and age differences.

GOOD TO GO?

Apply the IASC Gender with Age Marker to your proposal or project.

WANT MORE INFORMATION?

Visit <https://iascgenderwithagemarker.com>